

Cottesbrooke Infant & Nursery School

Provision for Special Educational Needs and Disabilities (SEND)

1. Who are the best people to talk to in this school about my child's difficulties with learning/ SEND?



Cottesbrooke Infant and Nursery School has an Inclusion Leader, whose job it is to oversee and organise any specialised provision that children across the school may need. Her name is **Fiona Beardsley**. If you would talk to her, you can call the school's main number 0121 706 2742 or email f.beardsley@cottesbrooke-inf.bham.sch.uk. Email is often best, as when you phone she might be teaching or in a meeting. She will be very happy to talk to you.



If you have concerns which are more centred around your life at home, or have any concerns about how child is at home you may find it useful to speak to **Helen Hadley** – our Senior Learning Mentor.

2. What kinds of different SEND does our school provide for?

The types of SEND which Cottesbrooke Infant & Nursery School provides for fall into four categories. The sections below give an outline of these:

Communication and Interaction: *Children who find it difficult interacting with the people and world around them.*

Some of the things children might find difficult are:

- Talking to other adults and or children and young people, especially when in a group
- Talking about a topic they haven't chosen to talk about
- Making friends or keep friend for a long time
- Following rules made by someone else
- Dealing with changes in the way they usually do things
- Dealing with noises, smells or other sensations around them

- Saying the things they are thinking
- Understanding what other people mean when they are talking

Cognition and Learning: *Children who find learning, thinking and understanding harder than most other pupils.*

Some of the things children might find difficult are:

- Learning important skills – this might take longer
- Remembering things they have already learned, like spellings or number facts
- Understanding how to use letters, words and numbers
- Formulating the answer to a question in the fast learning pace of the classroom
- Concentrating on their learning

Social Emotional and Mental Health: *Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life.*

Some of the things children might find difficult are:

- Talking to peers and adults
- Managing their own negative emotions
- Following rules set by others
- Listening to and follow instructions
- Understanding how they are feeling
- Making friends
- Dealing with their difficulties in a way that does not cause harm to themselves or others
- Taking responsibility for the things they do
- Transitioning from one kind of learning situation to another

Sensory/Physical Development: *Children who find challenge in the everyday interaction with the physical world.*

Some of the things children might find difficult are:

- Hearing what others in the classroom or school setting are saying
- Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them
- Moving around without the aid of a walking aid or wheelchair
- Using pencils, scissors, knives and forks and other things that we need to use without changes or support

- Taking medication without adults helping them
- Being able to move around the school safely

3. What are the different types of support available for children with SEND at Cottesbrooke Infant & Nursery School?

The support available will depend on an individual child's needs, but some examples are outlined below:

- One to one support for children with significant/complex needs
- Beehive –our Nurture Group
- Individual resources, for example individual visual time-tables
- Choice boards, to help children communicate their preferences
- Now/Next boards, to help children follow adult directed learning
- Small group interventions to work on various aspects of maths/literacy/social communication
- Specialised visual resources to support class topics
- Use of the Sensory Room
- Individual behaviour charts
- Social Stories, to help with difficult parts of the school day
- Fidget toys – low key movement with hands which enables children to focus more closely on the lesson
- Support for children is focused using an **Individual Learning Plan**

4. How can I be involved with my child's learning and progress?

Our school has an open door policy for parents ensuring we are always approachable so that parents feel involved in the education of their child. Please also feel free to email the Inclusion Leader at anytime: f.beardsley@cottesbrooke-inf.bham.sch.uk.

Other ways you can be involved are

- Attending Parents' Evening with the class teacher each term – it will also be possible to see Mrs Beardsley at Parents' Evening
- Attending Individual Learning Plan reviews.
- Speak with the class teacher or class teaching assistant at the beginning/end of the day. (Please be sensitive to the class staff's

responsibility to ensure that all children come into and leave school safely, as this is their first priority).

- Read letters which outline what your child will be learning about
- Coming in for Celebration Assembly if your child is to receive a certificate

5. How will the school let me know if they have any concerns about my child's learning in school?

The first step will be that the class teacher will speak with you. This is important because we need to establish whether the difficulties in school mirror what you see at home. This will usually be followed by a period of time when staff in school are particularly aware of your child, and will try a few different ways of supporting their learning. At this stage, the support is informal. However, if this is not enough to help we will discuss with you putting your child onto our Special Educational Needs Register. Please don't worry if this happens, it is just our way of insuring that your child is getting the support that they need.

Once a child is identified as having a special educational need, a graduated approach to support is taken. The child's needs will first be assessed, then support will be planned, carried out and then reviewed. At the review any necessary changes will be made.

Of course, you may already be aware that your child will need special support in school. If this is the case, please speak to the Inclusion Leader Mrs Beardsley (f.beardsley@cottesbrooke-inf.bham.sch.uk) before your child is due to start so that we can be ready with the right kind of support.

If your child is starting in Nursery or Reception you will be able to speak to Mrs Beardsley at the Transition Meetings.

6) Who are the other people providing services to children with a Special Educational Need in this school?

If your child is on the SEN Register, but the support we have put in place using the skills and expertise of our in-school staff is not having a big enough effect,

we may ask for the input from outside experts. The main agencies that we work with are outlined below.

Educational Psychologist – Karen Scott

Karen has a long experience of children's development, and supports staff with specialised strategies. The word 'psychologist' in her title means that she understands the developing brain.

Pupil and School Support – Nicola Stimson

Nicola specialises in literacy and numeracy development. Maybe your child has difficulties remembering letters/sounds/numbers and as school staff we have not been able to unpick why. Nicola may come in to work with your child and give us more specialised support.

Communication and Autism Team – Maggie Birch

If your child has a diagnosis of Autism, or we feel they have social communication difficulties, we will request support from the Communication and Autism team. They are a highly specialist team and their support is invaluable.

Speech and Language Therapy – Tamsin Barrington

Cottesbrooke Infant School has bought in the services of an NHS speech therapist, who comes in fortnightly to support children and staff. She may work with individual children but largely her role is to support the staff in developing a communication friendly environment for our pupils. Speech therapy is not just about how clearly a child speaks, it is also about their vocabulary and how they choose to use it.

This is separate from individual packages of care, which some children may have through NHS speech therapy.

In addition to the outside agencies mentioned above, there is a further range of agencies who may become involved in the provision for particular children. This may be initiated by us (with your consent) but it may also come via your GP or health visitor. These include:

Physio and Occupational therapy

Visual Impairment support team

Hearing Impairment support team

Children and Adolescent Mental Health Service (CAMHS)

7. How do we know that provision is effective?

There are a number of ways that we can tell that the provision we put in place has an impact.

- How happy and engaged your child is
- How they are doing in the standard assessments of progress
- How they are doing on individual targets that we have set
- Feedback from outside agencies
- Watching the development of their skills
- How your child feels themselves about their progress

8. How are the staff in school helped to work with children with an SEND and what training do they have?

The staff in school have professional development sessions to do with the management of SEND in school. For example, the whole staff have had Level-One Autism Education Trust Training, which gives a basic overview of the needs of children with autism. Also, all staff are trained in behaviour strategies for de-escalation of confrontation situations.

Once every term, the class teachers meet with the Inclusion Leader to discuss specific strategies relating to specific children. This is a great opportunity for the staff to develop the skills to work with children with special needs.

9. How will the teaching be adapted for my child with SEND?

There are lots of ways of adapting teaching for children with individual needs.

Many children will benefit from the use of visual resources to help them understand written and spoken words. We have an excellent software programme called Communication In Print, which enables us to easily make visual resources.

Some children use individual timetables to help them understand their day; some children have significant adult support to help them access activities in the classroom. We also use social stories which help children to understand difficult things about their experience.

Differentiation is used in all lessons, so that whatever the content, there is a learning activity matched to the ability of the child. The way in which the teaching is adapted will depend on the needs of the individual child.

8. How do we involve your child in their learning?

At the start of each lesson the children are made aware of what they will be learning (learning objective), we call this the WALT which stands for We Are Learning To...

We have a range of ways that children can assess their own learning at the end of the lesson. This may be as simple as selecting a face that represents how they feel    up to giving specific reasons why their work or their peers work meets the learning objective.

Also, at the termly reviews we ask the children about their school days and find out what they like the most and why.

9. How is the whole school day made accessible to children with SEND?

The building is accessible to children with physical disability.

We ensure that equipment used is accessible to all children regardless of their needs.

Some children struggle with the unstructured time at lunch times and play times. This may be supported by specific activities designed for these children. We also have additional inclusion staffing to support children's needs at these times.

We are always happy to discuss access to any aspect of school life for an individual child.

10. How will we support your child when they are leaving this school? OR moving on to another class?

Transition is something we take seriously. It can be a very difficult time for children. For children who need some extra support with their transition we arrange visits to their new classroom/school over and above the normal transition visits. We provide some children with a book about their transition to take home over the summer holidays. Also for each child on the SEND register, the Inclusion Leader together with the class teacher prepares a Transition Profile to help the new teacher understand the child's needs quickly.

The Inclusion Leader will share the provision that has been in place for a child with the Inclusion Leader at a new school.

10. What is the school's policy for SEND?

You can find this on the school website. In the left hand menu click on 'School Policies'. Click on the 'Pastoral' section and the Inclusion Policy (which is the name given to the policy for SEND) can be found.

11. How is the governing body involved with SEND provision?

In our school we have a Governor who is responsible for special educational needs and disabilities. Part of their role is to meet with the Inclusion Leader regularly and be a supportive and challenging voice. In these meetings the SEND Governor makes sure that children and families are being supported by the right services from within and outside of school. The SEND Governor also visits the school, observes what happens in classrooms and meets with class teachers, supporting staff and children. In addition, the Head Teacher and Inclusion Leader give a report to the SEND Governor once a year. The SEND Governor shares this report with the other governors so that the whole governing body is aware of how Special Educational Needs and Disabilities are being supported in the school and how well this support is working. The governors will challenge, support and advise the Head Teacher and Inclusion Leader if appropriate provision isn't being made.

12. What can I do if I am not happy with the provision for my child?

The first port of call will be your child's class teacher. You can also discuss your child's provision with the Inclusion Leader.

We hope that we are approachable enough for you to discuss any concerns and that we can arrive at a suitable outcome. However, if you are still unhappy with the provision for your child you can approach the Chair of the Governing Body (Keith Fenwick), his contact details can be accessed by the school office.

Where is Birmingham's Authorities Local Offer?

If you would like to look at what Birmingham as a whole offers to its children with SEND you can follow the link below:

<https://childrens.mycareinbirmingham.org.uk/special-educational-needs-local-offer.aspx>

If you want to find out about Education, Health and Care Plans – which formalise a child's provision into a useful, legal document, then please follow the link below. EHC Plans are used for significant, complex need.

<https://www.youtube.com/watch?v=s6HaZhw6zX8>